

U.S. DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION  
WASHINGTON, D.C. 20202-6140

**FISCAL YEAR 2002**

**APPLICATION FOR NEW DIRECT GRANT UNDER THE**

**WOMEN'S EDUCATIONAL EQUITY PROGRAM**

**CFDA 84.083A**

**FORM APPROVED**

**OMB No. 1890-0009 Exp. Date: 6/30/2005**



**DATED MATERIAL - OPEN IMMEDIATELY**

**CLOSING DATE: August 19, 2002**

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**SECTION A**

***DEAR COLLEAGUE LETTER***

July 8, 2002

Dear Colleague:

Thank you for your interest in the Women's Educational Equity (WEEA) Program.

Included in this application package are the instructions and forms needed to submit an application to the U.S. Department of Education. This package includes information on funding available in fiscal year 2002, the selection criteria that will be used to evaluate applications, and a copy of the closing date notice.

The WEEA program provides funds for projects designed to: (1) promote gender equity in education in the United States; (2) enable educational agencies and institutions to meet the requirements of Title IX of the Educational Amendments of 1972; and (3) promote equity in education for women and girls who suffer from multiple forms of discrimination based on sex and on race, ethnic origin, limited-English proficiency, disability, or age. This program, reauthorized under No Child Left Behind, supports the President's four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

In accordance with Education Department General Administrative Regulations (EDGAR), you may request funding for up to four years. In order to be considered for multi-year funding, an applicant must explain why a multi-year project is needed and provide a detailed budget for each of the years of the proposed project. The Department will establish, at the time of the initial award, the funding levels for each year of the grant award. If you are selected for an award, the budgets for all years of the project will be reviewed at the same time. This means that future continuation awards will rely heavily on project performance reports, which you will need to submit near the end of each budget period. We will notify you when the reports are due.

Please do not hesitate to call Diane Austin at (202) 260-1280 if you have any questions about the program after reviewing the application package. We look forward to receiving your application and appreciate your efforts to promote excellence in education through educational equity for girls and women.

Sincerely,

Susan B. Neuman, Ed.D.

## WEEA PROGRAM CONTACTS

**Diane Austin**  
**[Diane.Austin@ed.gov](mailto:Diane.Austin@ed.gov)**  
**(202) 260-1280**

**Edith Harvey**  
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**SECTION B**

**Application Notice**

**Authorizing Statute**

DEPARTMENT OF EDUCATION

(CFDA No.: 84.083A)

Women's Educational Equity Program (WEEA)

Notice inviting applications for new awards for fiscal year  
(FY) 2002.

SUMMARY: The Secretary invites applications for new grant awards for FY 2002 for the Women's Educational Equity Program. These grants are authorized by subpart 21, part D, title V, of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act, Public Law 107-110.

PURPOSE OF PROGRAM: To provide financial assistance: to promote gender equity in education; to enable educational agencies to meet the requirements of title IX of the Education Amendments of 1972; and to promote equity in education for women and girls who suffer from multiple forms of discrimination based on sex and race, ethnic origin, limited English proficiency, disability or age.

ELIGIBLE APPLICANTS: Public agencies, private nonprofit agencies, organizations, institutions, student groups, community groups, and individuals.

APPLICATIONS AVAILABLE: July 5, 2002.

DEADLINE FOR TRANSMITTAL OF APPLICATIONS: August 19, 2002.



DEADLINE FOR INTERGOVERNMENTAL REVIEW: October 18, 2002.

AVAILABLE FUNDS: \$842,000.

ESTIMATED RANGE OF AWARDS: \$95,000- \$200,000.

ESTIMATED AVERAGE SIZE OF AWARDS: \$145,000.

ESTIMATED NUMBER OF AWARDS: 4-7 (The Department is not bound by any estimates in this notice).

Note: In order to ensure the equitable distribution of grants, the Secretary, to the extent feasible, will award a slate of grants that overall address:

- A variety of levels of education, including preschool, elementary and secondary education, higher education, vocational education and adult education;
- Different regions of the United States; and
- A diversity of urban, rural, and suburban entities.

PROJECT PERIOD: Up to 48 months. Fiscal year 2002 funds available under this competition would be used for the first 12 months of a project.

E-MAIL NOTIFICATION OF INTENT TO APPLY FOR FUNDING: The Department will be able to develop a more efficient process for reviewing grant applications if it has a better understanding of the number of entities that intend to apply for funding under this competition. Therefore, the Secretary strongly encourages each potential applicant for the Women's Educational Equity

program to notify the Department by e-mail that it intends to submit an application for funding. The Secretary requests that this e-mail notification be sent no later than August 5, 2002. The e-mail notification should be sent to Diane Austin at [diane.Austin@ed.gov](mailto:diane.Austin@ed.gov). Applicants that fail to provide this e-mail notification may still apply for funding.

APPLICABLE REGULATIONS: The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 85, 86, 97, 98, and 99.

SUPPLEMENTARY INFORMATION: The Department will award grants for the implementation of gender equity programs in schools.

Examples of statutory activities under the program include--

(a) Assisting educational agencies and institutions to implement policies and practices to comply with title IX of the Education Amendments of 1972;

(b) Training for teachers, counselors, administrators, and other school personnel, especially preschool and elementary school personnel, in gender-equitable teaching and learning practices;

(c) Leadership training for women and girls to develop professional and marketable skills to compete in the global marketplace, improve self-esteem, and benefit from exposure to positive role models;

(d) School-to-work transition programs, guidance and counseling activities, and other programs to increase opportunities for women and girls to enter a technologically demanding workplace and, in particular, to enter highly skilled, high-paying careers in which women and girls have been underrepresented;

(e) Enhancing educational and career opportunities for those women and girls who suffer multiple forms of discrimination, based on sex and on race, ethnic origin, limited English proficiency, disability, socioeconomic status, or age;

(f) Assisting pregnant students and students rearing children to remain in or to return to secondary school, graduate, and prepare their preschool children to start school;

(g) Evaluating exemplary model programs to assess the ability of such programs to advance educational equity for women and girls;

(h) Introduction into the classroom of textbooks, curricula, and other materials designed to achieve equity for women and girls;

(i) Programs and policies to address sexual harassment and violence against women and girls and to ensure that educational institutions are free from threats to the safety of students and personnel;

(j) Nondiscriminatory tests of aptitude and achievement and of alternative assessments that eliminate biased assessment instruments from use;

(k) Programs to increase educational opportunities, including higher education, vocational training, and other educational programs for low-income women, including underemployed and unemployed women, and women receiving Aid to Families with Dependent Children benefits;

(l) Programs to improve representation of women in educational administration at all levels; and

(m) Planning, development, and initial implementation of:

- Comprehensive institution- or districtwide evaluation to assess the presence or absence of gender equity in educational settings;

- Comprehensive plans for implementation of equity programs in State and local educational agencies and institutions of higher education, including community colleges; and

- Innovative approaches to school-community partnership for educational equity.

Note: Due to a limited budget, the Department is not inviting applications under CFDA #84.083B (research and development grants) for FY 2002.

INVITATIONAL PRIORITY FOR IMPLEMENTATION GRANTS: The Secretary invites and encourages applications that meet one or more of the following three invitational priorities for implementation grants:

(1) Projects that replicate or expand, and evaluate exemplary model programs that advance educational equity and contribute to improving teaching and learning for girls and women with disabilities. The Secretary is particularly interested in projects that include one of the following:

(a) Programs involving disabled girls and women who are likely to experience, or have experienced, multiple forms of discrimination based on sex, race, ethnic origin, limited English proficiency, disability, socioeconomic status or age;

(b) Mentoring programs and leadership training for disabled girls and women; and

(c) Identification of curricula and other materials designed to achieve equity for girls and women with disabilities and the effective implementation of these materials in the classroom.

(2) Projects that assist pregnant students and students with children to:

(a) Remain in or return to secondary school and graduate;

(b) Prepare their preschool children for school with

an emphasis on reading;

(c) Explore postsecondary training and education.

(3) Projects that increase the role of parents in working in partnership with educational institutions to develop programs to encourage the full educational development of girls and women.

(4) Projects that seek to increase opportunities for girls and women to enter a technologically demanding workplace and, in particular, to enter highly skilled careers in which women have been underrepresented, particularly in mathematics, scientific and information technology fields.

Note: An application that meets this invitational priority does not receive competitive or absolute preference over other applications.

Selection Criteria for Implementation Grants: The Secretary evaluates applications for implementation grants on the basis of the following criteria. The maximum possible score for each criterion is indicated in parentheses with the criterion. The Secretary awards up to 100 points for all of the criteria.

(1) Effectively achieving the purposes of WEEA. (10 points)

The Secretary reviews each application to determine how well the project will effectively achieve the purposes of

the WEEA Program.

Note: Applicants should consider the following statutory provisions when responding to this criterion. Under 20 U.S.C. 7283a, the purpose of the WEEA program is: (a) to promote gender equity in education in the United States; (b) to provide financial assistance to enable educational agencies and institutions to meet the requirements of title IX of the Educational Amendments of 1972; and (c) to promote equity in education for women and girls who suffer from multiple forms of discrimination based on sex, race, ethnic origin, limited-English proficiency, disability, or age. Under 20 U.S.C. 7283d(e) nothing in this subpart shall be construed as prohibiting men and boys from participating in any program or activity assisted with funds under this subpart.

(2) Project as a component of a comprehensive plan. (10 points)

The Secretary reviews each application to determine the extent to which the project is a significant component of a comprehensive plan for educational equity and compliance with title IX of the Educational Amendments of 1972 in the particular school district, institution of higher education, vocational-technical institution, or other educational agency or institution.

(3) Implementing an institutional change strategy. (5 points)

The Secretary reviews each application to determine the extent to which the project implements an institutional change strategy with long-term impact that will continue as a central activity of the applicant after the WEEA grant has been terminated.

(4) Need for project. (10 points)

The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

a. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.

b. The extent to which the proposed project will promote equity in educational and career opportunities for those women and girls who suffer multiple forms of discrimination, based on sex and race, ethnic origin, limited English proficiency, disability, or age.

(5) Quality of the project design. (20 points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:



a. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

b. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

c. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

d. The extent to which the project promotes the involvement of parents.

(6) Quality of Project Personnel. (10 points)

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

a. The qualifications, including relevant training and experience, of the project director or principal investigator.

b. The qualifications, including relevant training and experience, of key project personnel.

c. The qualifications, including relevant training and experience, of project consultants or subcontractors.

(7) Adequacy of resources. (5 points)

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

a. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

b. The extent to which the budget is adequate to support the proposed project.

(8) Quality of the management plan. (15 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

a. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget,

including clearly defined responsibilities, time lines, and milestones for accomplishing project tasks.

b. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

c. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

**(9) Quality of the project evaluation. (15 points)**

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

a. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

b. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

c. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

d. The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

Note: Applicants should consider the following statutory provision when responding to this criterion. Under 20 U.S.C. 7283c(1), applicants for WEEA funds are required to describe

policies and procedures that will ensure a comprehensive evaluation of the grant activities, including an evaluation of the practices, policies, and materials used by the applicant and an evaluation or estimate of the continued significance of the work of the project following completion of the award period.

FOR APPLICATIONS CONTACT: Education Publications Center (ED Pubs), P.O. Box 1398, Jessup, MD 20794-1398. Telephone (toll free): 1-877-433-7827. FAX: (301) 470-1244. If you use a telecommunications device for the deaf (TDD) you may call (toll free): 1-877-576-7734.

You may also contact ED Pubs at its Web site:

<http://www.ed.gov/about/ordering.jsp>

Or you may contact ED Pubs at its e-mail address:

[edpubs@inet.ed.gov](mailto:edpubs@inet.ed.gov)

If you request an application from ED Pubs, be sure to identify this competition as follows: CFDA number 84.363A.

FOR CONTENT INFORMATION AND TECHNICAL ASSISTANCE CONTACT:

Diane Austin, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E124, Washington, DC 20202-6140.

Telephone: (202) 260-1280 or via Internet:

[diane.austin@ed.gov](mailto:diane.austin@ed.gov)

Individuals with disabilities may obtain this document in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) on request using the contact information provided under FOR APPLICATIONS CONTACT.

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<http://www.ed.gov/legislation/FedRegister/>

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC area at (202) 512-1530.

Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on FPO access at:

<http://www.access.gpo.gov/nara/index.html>

PROGRAM AUTHORITY: 20 U.S.C. 6651(b)

Dated:

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Susan B. Neuman, Ed.D.,

Assistant Secretary for

Elementary and Secondary Education

# Authorizing Statute

## **SEC. 5611. SHORT TITLE AND FINDINGS.**

(a) SHORT TITLE- This subpart may be cited as the 'Women's Educational Equity Act of 2001'.

(b) FINDINGS- Congress finds that —

(1) since the enactment of title IX of the Education Amendments of 1972, women and girls have made strides in educational achievement and in their ability to avail themselves of educational opportunities;

(2) because of funding provided under the Women's Educational Equity Act of 2001, more curricula, training, and other educational materials concerning educational equity for women and girls are available for national dissemination;

(3) teaching and learning practices in the United States are frequently inequitable as such practices relate to women and girls, for example —

(A) sexual harassment, particularly that experienced by girls, undermines the ability of schools to provide a safe and equitable learning or workplace environment;

(B) classroom textbooks and other educational materials do not sufficiently reflect the experiences, achievements, or concerns of women and, in most cases, are not written by women or persons of color;

(C) girls do not take as many mathematics and science courses as boys, girls lose confidence in their mathematics and science ability as girls move through adolescence, and there are few women role models in the sciences; and

(D) pregnant and parenting teenagers are at high risk for dropping out of school and existing dropout prevention programs do not adequately address the needs of such teenagers;

(4) efforts to improve the quality of public education also must include efforts to ensure equal access to quality education programs for all women and girls;

(5) Federal support should address not only research and development of innovative model curricula and teaching and learning strategies to promote gender equity, but should also assist schools and local communities implement gender equitable practices;

(6) Federal assistance for gender equity must be tied to systemic reform, involve collaborative efforts to implement effective gender practices at the local level, and encourage parental participation; and

(7) excellence in education, high educational achievements and standards, and the full participation of women and girls in American society, cannot be achieved without educational equity for women and girls.

## **SEC. 5612. STATEMENT OF PURPOSE.**

It is the purpose of this subpart —

(1) to promote gender equity in education in the United States;

(2) to provide financial assistance to enable educational agencies and institutions to meet the requirements of title IX of the Educational Amendments of 1972; and

(3) to promote equity in education for women and girls who suffer from multiple forms of discrimination based on sex, race, ethnic origin, limited English proficiency, disability, or age.

## **SEC. 5613. PROGRAMS AUTHORIZED.**

(a) IN GENERAL- The Secretary is authorized —

(1) to promote, coordinate, and evaluate gender equity policies, programs, activities, and initiatives in all Federal education programs and offices;

(2) to develop, maintain, and disseminate materials, resources, analyses, and research relating to education equity for women and girls;

- (3) to provide information and technical assistance to assure the effective implementation of gender equity programs;
  - (4) to coordinate gender equity programs and activities with other Federal agencies with jurisdiction over education and related programs;
  - (5) to assist the Assistant Secretary of the Office of Educational Research and Improvement in identifying research priorities related to education equity for women and girls; and
  - (6) to perform any other activities consistent with achieving the purposes of this subpart.
- (b) GRANTS AUTHORIZED-
- (1) IN GENERAL- The Secretary is authorized to award grants to, and enter into contracts and cooperative agreements with, public agencies, private nonprofit agencies, organizations, institutions, student groups, community groups, and individuals, for a period not to exceed 4 years, to —
    - (A) provide grants to develop model equity programs; and
    - (B) provide funds for the implementation of equity programs in schools throughout the Nation.
  - (2) SUPPORT AND TECHNICAL ASSISTANCE- To achieve the purposes of this subpart, the Secretary is authorized to provide support and technical assistance —
    - (A) to implement effective gender-equity policies and programs at all educational levels, including —
      - (i) assisting educational agencies and institutions to implement policies and practices to comply with title IX of the Education Amendments of 1972;
      - (ii) training for teachers, counselors, administrators, and other school personnel, especially preschool and elementary school personnel, in gender equitable teaching and learning practices;
      - (iii) leadership training for women and girls to develop professional and marketable skills to compete in the global marketplace, improve self-esteem, and benefit from exposure to positive role models;
      - (iv) school-to-work transition programs, guidance and counseling activities, and other programs to increase opportunities for women and girls to enter a technologically demanding workplace and, in particular, to enter highly skilled, high paying careers in which women and girls have been underrepresented;
      - (v) enhancing educational and career opportunities for those women and girls who suffer multiple forms of discrimination, based on sex, and on race, ethnic origin, limited English proficiency, disability, socioeconomic status, or age;
      - (vi) assisting pregnant students and students rearing children to remain in or to return to secondary school, graduate, and prepare their preschool children to start school;
      - (vii) evaluating exemplary model programs to assess the ability of such programs to advance educational equity for women and girls;
      - (viii) introduction into the classroom of textbooks, curricula, and other materials designed to achieve equity for women and girls;
      - (ix) programs and policies to address sexual harassment and violence against women and girls and to ensure that educational institutions are free from threats to the safety of students and personnel;
      - (x) nondiscriminatory tests of aptitude and achievement and of alternative assessments that eliminate biased assessment instruments from use;
      - (xi) programs to increase educational opportunities, including higher education, vocational training, and other educational programs for low-income women, including underemployed and unemployed women, and women receiving assistance under a State program funded under part A of title IV of the Social Security Act;
      - (xii) programs to improve representation of women in educational administration at all levels; and
      - (xiii) planning, development, and initial implementation of —



- (I) comprehensive institutionwide or districtwide evaluation to assess the presence or absence of gender equity in educational settings;
  - (II) comprehensive plans for implementation of equity programs in State educational agencies and local educational agencies and institutions of higher education, including community colleges; and
  - (III) innovative approaches to school-community partnerships for educational equity; and
- (B) for research and development, which shall be coordinated with each of the research institutes of the Office of Educational Research and Improvement to avoid duplication of research efforts, designed to advance gender equity nationwide and to help make policies and practices in educational agencies and institutions, and local communities, gender equitable, including —
- (i) research and development of innovative strategies and model training programs for teachers and other education personnel;
  - (ii) the development of high-quality and challenging assessment instruments that are nondiscriminatory;
  - (iii) the development and evaluation of model curricula, textbooks, software, and other educational materials to ensure the absence of gender stereotyping and bias;
  - (iv) the development of instruments and procedures that employ new and innovative strategies to assess whether diverse educational settings are gender equitable;
  - (v) the development of instruments and strategies for evaluation, dissemination, and replication of promising or exemplary programs designed to assist local educational agencies in integrating gender equity in their educational policies and practices;
  - (vi) updating high-quality educational materials previously developed through awards made under this subpart;
  - (vii) the development of policies and programs to address and prevent sexual harassment and violence to ensure that educational institutions are free from threats to safety of students and personnel;
  - (viii) the development and improvement of programs and activities to increase opportunity for women, including continuing educational activities, vocational education, and programs for low-income women, including underemployed and unemployed women, and women receiving assistance under the State program funded under part A of title IV of the Social Security Act; and
  - (ix) the development of guidance and counseling activities, including career education programs, designed to ensure gender equity.

## **SEC. 5614. APPLICATIONS.**

An application under this subpart shall —

- (1) set forth policies and procedures that will ensure a comprehensive evaluation of the activities assisted under this subpart, including an evaluation of the practices, policies, and materials used by the applicant and an evaluation or estimate of the continued significance of the work of the project following completion of the award period;
- (2) demonstrate how the applicant will address perceptions of gender roles based on cultural differences or stereotypes;
- (3) for applications for assistance under section 5613(b)(1), demonstrate how the applicant will foster partnerships and, where applicable, share resources with State educational agencies, local educational agencies, institutions of higher education, community-based organizations (including organizations serving women), parent, teacher, and student groups, businesses, or other recipients of Federal educational funding which may include State literacy resource centers;
- (4) for applications for assistance under section 5613(b)(1), demonstrate how parental involvement in the project will be encouraged; and

(5) for applications for assistance under section 5613(b)(1), describe plans for continuation of the activities assisted under this subpart with local support following completion of the grant period and termination of Federal support under this subpart.

## **SEC. 5615. CRITERIA AND PRIORITIES.**

(a) CRITERIA AND PRIORITIES-

(1) IN GENERAL- The Secretary shall establish separate criteria and priorities for awards under paragraphs (1) and (2) of section 5613(b) to ensure that funds under this subpart are used for programs that most effectively will achieve the purposes of this subpart.

(2) CRITERIA- The criteria described in paragraph (1) may include the extent to which the activities assisted under this subpart —

(A) address the needs of women and girls of color and women and girls with disabilities;

(B) meet locally defined and documented educational equity needs and priorities, including compliance with title IX of the Education Amendments of 1972;

(C) are a significant component of a comprehensive plan for educational equity and compliance with title IX of the Education Amendments of 1972 in the particular school district, institution of higher education, vocational-technical institution, or other educational agency or institution; and

(D) implement an institutional change strategy with long-term impact that will continue as a central activity of the applicant after the grant under this subpart has terminated.

(b) PRIORITIES- In awarding grants under this subpart, the Secretary may give special consideration to applications —

(1) submitted by applicants that have not received assistance under this subpart or this subpart's predecessor authorities;

(2) for projects that will contribute significantly to directly improving teaching and learning practices in the local community; and

(3) for projects that will —

(A) provide for a comprehensive approach to enhancing gender equity in educational institutions and agencies;

(B) draw on a variety of resources, including the resources of local educational agencies, community-based organizations, institutions of higher education, and private organizations;

(C) implement a strategy with long-term impact that will continue as a central activity of the applicant after the grant under this subpart has terminated;

(D) address issues of national significance that can be duplicated; and

(E) Address the educational needs of women and girls who suffer multiple or compound discrimination based on sex and on race, ethnic origin, disability, or age.

(c) SPECIAL RULE- To the extent feasible, the Secretary shall ensure that grants awarded under this subpart for each fiscal year address —

(1) all levels of education, including preschool, elementary and secondary education, higher education, vocational education, and adult education;

(2) all regions of the United States; and

(3) urban, rural, and suburban educational institutions.

(d) COORDINATION- Research activities supported under this subpart —

(1) shall be carried out in consultation with the Office of Educational Research and Improvement to ensure that such activities are coordinated with and enhance the research and development activities supported by the Office; and

(2) may include collaborative research activities which are jointly funded and carried out with the Office of Educational Research and Improvement.

(e) LIMITATION- Nothing in this subpart shall be construed as prohibiting men and boys from participating in any programs or activities assisted with funds under this subpart.

## **SEC. 5616. REPORT.**

Not later than January 1, 2006, the Secretary shall submit to the President and Congress a report on the status of educational equity for girls and women in the Nation.

## **SEC. 5617. ADMINISTRATION.**

(a) EVALUATION AND DISSEMINATION- Not later than January 1, 2005, the Secretary shall evaluate and disseminate materials and programs developed under this subpart and shall report to Congress regarding such evaluation materials and programs.

(b) PROGRAM OPERATIONS- The Secretary shall ensure that the activities assisted under this subpart are administered within the Department by a person who has recognized professional qualifications and experience in the field of gender equity education.

## **SEC. 5618. AMOUNT.**

From amounts made available to carry out this subpart for a fiscal year, not less than two-thirds of such amount shall be used to carry out the activities described in section 5613(b)(1).'

## **SEC. 502. CONTINUATION OF AWARDS.**

(a) IN GENERAL- Notwithstanding any other provision of this Act or the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), in the case of any agency or consortium that was awarded a grant under section 5111 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7211) or any person or agency that was awarded a contract or grant under part B, D, or E of title X of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8031 et seq., 8091 et seq., 8131 et seq.), prior to the date of enactment of this Act, the Secretary of Education shall continue to provide funds in accordance with the terms of such award until the date on which the award period terminates under such terms.

(b) SPECIAL RULE- Notwithstanding any other provision of this Act, any person or agency that was awarded or entered into a grant, contract, or cooperative agreement under part B of title V of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7231 et seq.), prior to the date of enactment of this Act shall continue to receive funds in accordance with the terms of such grant, contract, or agreement until the date on which the grant, contract, or agreement period terminates under such terms.

## **SECTION C**

### **APPLICATION INSTRUCTIONS AND FORMS**

General Instructions

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Assurances and Certifications

Program Narrative Instructions & Selection Criteria

ED Form 524 and Instructions

D-U-N-S Instructions

Parity Between Paper and Electronic Applications

Application Requirements

## **GENERAL INSTRUCTIONS**

### **APPLICATION ORDER**

We recommend that your application be organized in the following manner and include the following parts:

#### **PART I: APPLICATION FOR FEDERAL ASSISTANCE (STANDARD FORM 424 (REV. 11/99))**

This part of your application consists of the standard application face page on which you provide basic identifying information about the applicant and the application. Specific instructions for completing this form are located on the back of the form.

Applicants should clearly indicate, in block #3 of this form, the CFDA number of the program (e.g. 83.083A) under which the application should be considered. If this information is not provided, your application may be assigned and reviewed under a different program than the one you intended.

#### **PART II: TABLE OF CONTENTS**

Please include page numbers for selection criteria.

#### **PART III: PROJECT ABSTRACT**

Applicants should provide a 1-2 page abstract describing the proposed project, including the objectives and educational outcomes for girls and women served by the project.

#### **PART IV: PROGRAM NARRATIVE**

This part of your application should encompass a narrative that addresses the selection criteria that will be used by reviewers in evaluating individual proposals. The program narrative is limited to 25 pages and should be developed and organized according to the selection criteria. The selection criteria will be used to evaluate applications submitted under the WEEA Program. See Program Narrative Instructions & Selection Criteria under this section for additional information and instructions.

#### **PART V: GEOGRAPHIC LOCATION AND TYPE OF EDUCATIONAL INSTITUTION**

Give a precise location of the project or area to be served by the proposed project. Briefly describe the type of educational institution where the project will be located or that will be served by the proposed project (i.e. level of education and whether it is an urban, rural, or suburban institution).

## **PART VI: BUDGET FORM AND INFORMATION (STANDARD FORM 524)**

This part of your application contains information about the Federal funding you are requesting. Remember that you must provide completed budget information for each of the years (1-4) of the proposed project. Specific instructions for completing the budget forms and information immediately follow the form. Remember that Section C requires an itemized budget breakdown by project year and requests other explanations or comments deemed necessary.

## **PART VII: ASSURANCES AND CERTIFICATIONS**

Be certain to include all assurances and certifications, and sign each form in the appropriate place. The assurances and certifications included in the package are:

- **Assurances-Non-construction Programs**
- **Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements**
- **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transaction**
- **Disclosure of Lobbying Activities**

**BE SURE TO SUBMIT THE ORIGINAL AND TWO COPIES OF THE COMPLETED APPLICATION.**

## **SF 424 and Instructions Assurances and Certifications**

Please refer to:

<http://ocfo.ed.gov/grntinfo/appforms.htm>

## **PROGRAM NARRATIVE INSTRUCTIONS & SELECTION CRITERIA**

### **PROGRAM NARRATIVE INSTRUCTIONS**

The program narrative should follow the order of the selection criteria listed below. Describe in detail activities planned for each funding period. The selection criteria below will be used to evaluate applications submitted to the WEEA program. These criteria are taken from the Education Department General Administrative Regulations, as codified at 34 CFR 75.201 and 75.210 (revised as of July 1, 1999). In addition, see Section E, Notice to All Applicants (Section 427 GEPA), regarding the provision that applies to applicants for new grant awards under Department programs.

### **SELECTION CRITERIA:**

The project narrative should include the following sections in this order, and is limited to 25 pages:

**Selection Criteria for Implementation Grants:** The Secretary evaluates applications for implementation grants on the basis of the following criteria. The maximum possible score for each criterion is indicated in parentheses with the criterion. The Secretary awards up to 100 points for all of the criteria.

**(1) Effectively achieving the purposes of WEEA (10 points)**

The Secretary reviews each application to determine how well the project will effectively achieve the purposes of the WEEA Program.

**Note:** Applicants should consider the following statutory provisions when responding to this criterion. Under 20 U.S.C. 7283a, the purpose of the WEEA program is: (a) to promote gender equity in education in the United States; (b) to provide financial assistance to enable educational agencies and institutions to meet the requirements of title IX of the Educational Amendments of 1972; and (c) to promote equity in education for women and girls who suffer from multiple forms of discrimination based on sex, race, ethnic origin, limited-English proficiency, disability, or age. Under 20 U.S.C. 7283d(e) nothing in this subpart shall be construed as prohibiting men and boys from participating in any program or activity assisted with funds under this subpart.

**(2) Project as a component of a comprehensive plan (10 points)**

The Secretary reviews each application to determine the extent to which the project is a significant component of a comprehensive plan for educational equity and compliance with title IX of the Educational Amendments of 1972 in the particular school district, institution of higher education, vocational-technical institution, or other educational agency or institution.

**(3) Implementing an institutional change strategy (5 points)**

The Secretary reviews each application to determine the extent to which the project implements an institutional change strategy with long-term impact that will continue as a central activity of the applicant after the WEEA grant has been terminated.



**(4) Need for project (10 points)**

The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

- a. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.
- b. The extent to which the proposed project will promote equity in educational and career opportunities for those women and girls who suffer multiple forms of discrimination, based on sex and race, ethnic origin, limited English-proficiency, disability, or age.

**(5) Quality of the project design (20 points)**

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

- a. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- b. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.
- c. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
- d. The extent to which the project promotes the involvement of parents.

**(6) Quality of Project Personnel (10 points)**

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

- a. The qualifications, including relevant training and experience, of the project director or principal investigator.
- b. The qualifications, including relevant training and experience, of key project personnel.
- c. The qualifications, including relevant training and experience, of project consultants or subcontractors.

**(7) Adequacy of resources (5 points)**

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

- a. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.
- b. The extent to which the budget is adequate to support the proposed project.

**(8) Quality of the management plan (15 points)**

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

- a. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, time lines, and milestones for accomplishing project tasks.
- b. The extent to which the time commitments of the project director and Principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.
- c. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

**(9) Quality of the project evaluation (15 points)**

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

- a. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.
- b. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
- c. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.
- d. The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

**Note:** Applicants should consider the following statutory provision when responding to this criterion. Under 20 U.S.C. 7283c(1), applicants for WEEA funds are required to set forth policies and procedures that will ensure a comprehensive evaluation of the grant activities, including an evaluation of the practices, policies, and materials used by the applicant and an evaluation or estimate of the continued significance of the work of the project following completion of the award period.

**Note: The narrative is limited to the equivalent of no more than 25 pages, using the following standards:**

- **A page is 8.5" x 11", on one side only, with 1" margins at the top, bottom and both sides.**
- **Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.**
- **Use a font that is either 12-point or larger or no smaller than 10 pitch (characters per inch).**

**For charts, tables, and graphs, also use a font that is either 12-point or larger or no smaller than 10-pitch.**

- **For the narrative component, your application should consist of the number and text of each selection criterion followed by the narrative. The text of the selection criterion, if included, does not count against any page limitation.**
- **Place a page number at the bottom right of each page beginning with 1; and number your pages consecutively throughout your document.**

# **ED form 524 Sections A, B, and C and Instructions**

**Please refer to:**

<http://ocfo.ed.gov/grntinfo/appforms/ed524frm.doc>

### **DUNS NUMBER INSTRUCTIONS**

Please provide the applicant's D-U-N-S Number. You can obtain your D-U-N-S Number at no charge by calling 1-800-333-0505 or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL:

<http://www.dnb.com/dbis/aboutdb/intldunshtm>

## **APPLICATION REQUIREMENTS**

Since the application requirements in section 5614 of the WEEA legislation must be addressed in order for your application to be considered for financial assistance, please indicate the page(s) and/or section(s) of the application where the following information can be found. Include this form as pp. 2 and 3 of your application.

- (a) Describe policies and procedures that will ensure a comprehensive evaluation of the grant activities, including an evaluation of the practices, policies, and materials used by the applicant and an evaluation or estimate of the continued significance of the work of the project following completion of the award period.

Page/Section \_\_\_\_\_

- (b) Demonstrate how the applicant will address perceptions of gender roles based on cultural differences and stereotypes.

Page/Section \_\_\_\_\_

- (c) Demonstrate how the applicant will foster partnerships and, where applicable, share resources with State educational agencies, local educational agencies, institutions of higher education, community-based organizations (including organizations serving women), parent, teacher, and student groups, businesses or other recipients of Federal educational funding which may include State literacy resource centers.

Page/Section \_\_\_\_\_

- (d) Demonstrate how parental involvement in the project will be encouraged.

Page/Section \_\_\_\_\_

- (e) Describe plans for continuation of the grant activities with local support following completion of the grant period and termination of Federal support under the WEEA program.

Page/Section \_\_\_\_\_

## **SECTION D**

### **TRANSMITTAL INSTRUCTIONS & CHECKLIST**

Application Transmittal Instructions

Application Checklist

## **APPLICATION TRANSMITTAL INSTRUCTIONS**

### **Applications Sent by Mail**

An application sent by mail must be addressed to the U.S. Department of Education, Coordination and Control Branch, Attention: CFDA #84.083A (Be sure to include the correct numeric and alpha description -e.g. 84.083A), 400 Maryland Avenue, SW, Washington, DC 20202-4725.

An application must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service Postmark.**
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.**
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.**
- (4) Any other proof of mailing acceptable to the U.S. Secretary of Education.**

If an application is sent through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing:

- (1) A private metered postmark, or**
- (2) A mail receipt that is not dated by the U.S. Postal Service.**

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office. An applicant is encouraged to use registered or at least first class mail. Each late applicant will be notified that its application will not be considered.

**Special Note:** Due to recent disruptions to normal mail delivery, the Department encourages you to consider using an alternative delivery method (e.g., a commercial carrier such as Federal Express or United Parcel Service; U.S. Postal Service Express Mail; or a courier service) to transmit your application for this competition to the Department. If you use an alternative delivery method, please obtain the appropriate proof of mailing under "Applications Sent by Mail," or follow the instructions for "Applications Delivered by Hand."

### **Applications Delivered by Hand/Courier Service**

An application that is hand-delivered must be taken to the U.S. Department of Education, Coordination and Control Branch, Room 3633, General Services Administration National Capital Region, 7<sup>th</sup> and D Streets, S.W., Washington, D.C. 20202-4725.

The Coordination and Control Branch will accept deliveries between 8:00 a.m., and 4:30 p.m. (Washington, D.C. Time) daily, except Saturdays, Sundays, and Federal holidays. Individuals delivering applications must use the D Street Entrance. Proper identification is necessary to enter the building.



In order for an application sent through a Courier Service to be considered timely, the Courier Service must be in receipt of the application on or before the closing date.

## **APPLICATION CHECKLIST**

Does your application include the following?

\_\_\_\_\_ **Cover Page (SF 424)**

\_\_\_\_\_ **Table of Contents**

\_\_\_\_\_ **Project Abstract and Application Requirements Form**

\_\_\_\_\_ **Program Narrative Instructions & Selection Criteria**

\_\_\_\_\_ **Information on Geographical Location and Type of Educational Institution**

\_\_\_\_\_ **Budget Form (ED Form 524)**

\_\_\_\_\_ **Itemized Budget and other budget information**

\_\_\_\_\_ **Assurances and Certifications**

- ☐ **Assurances - Non-construction Programs**
- ☐ **Notice to All Applicants**
- ☐ **Certifications Regarding Lobbying; Debarment; Suspension and Other Responsibility Matters; and Drug-Free Workplace requirements.**
- ☐ **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions**
- ☐ **Disclosure of Lobbying Activity**

Did you ---

\_\_\_\_\_ **Provide the original plus two (2) copies of the application?  
(Unless submitting an electronic application)**

\_\_\_\_\_ **Include all required forms with original signatures and dates?**

\_\_\_\_\_ **Mail Application To:**

**Women's Educational Equity  
Program  
ATTN: CFDA # 84.083  
U.S. Department of Education  
Application Control Center  
Room 3633  
Regional Office Building #3  
7<sup>th</sup> and D Street, SW  
Washington, DC 20202-4725**

**Hand-deliver To:**

**Women's Educational Equity  
Program  
ATTN: CFDA 84.083  
U.S. Department of Education  
Application Control Center  
Room 3633  
Regional Office Building #3  
7<sup>th</sup> & D Streets, SW  
Washington, DC 20202-4725**

## **SECTION E**

### **OTHER IMPORTANT INFORMATION AND NOTICES**

Notice to All Applicants (Section 427 GEPA)  
Executive Order 12372  
State Single Points of Contact  
Important Notice to Prospective Participants  
in U.S. Department of Education  
Contract and Grants Program

Grant Application Receipt Acknowledgement

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted

program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### **Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0007**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3). Washington, DC 20202-4248.

## Intergovernmental Review of Federal Programs

This appendix applies to each program that is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79.

The objective of the Executive order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local processes for State and local government coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372.

Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each of those States under the Executive order. A listing containing the Single Point of Contact for each State is included in this appendix.

In States that have not established a process or chosen a program for review, State, areawide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, areawide, regional, and local entities must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372--CFDA#84.083, U.S. Department of Education, room 7W301, 400 Maryland Avenue, SW., Washington, DC 20202.

Proof of mailing will be determined on the same basis as applications (see 34 CFR 75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, DC time) on the date indicated in the actual application notice.

PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. DO NOT SEND APPLICATIONS TO THE ABOVE ADDRESS.



This publication by the U.S. Department of Education (ED or the Department) is an unofficial version of the State Single Point of Contact (SPOC) List published by the Office of Management and Budget (OMB). The Department has made every effort to ensure the accuracy of the information contained in this unofficial version. However, the only official version of the State Single Point of Contact (SPOC) List is posted on the Grants Management section of the OMB web site:

<http://www.whitehouse.gov/omb/grants/spoc.html>.

## **STATE SINGLE POINTS OF CONTACT (SPOCs)**

It is estimated that in 2000, the Federal Government will outlay \$283.5 billion in grants to State and local governments. Executive Order 12372, "Intergovernmental Review of Federal Programs," was issued with the desire to foster the intergovernmental partnership and strengthen federalism by relying on State and local processes for the coordination and review of proposed Federal financial assistance and direct Federal development. The Order allows each State to designate an entity to perform this function. Below is a copy of the official list of those entities. For those States that have a home page for their designated entity, a direct link has been provided from the official version of this document from the OMB web page at the following address:

<http://www.whitehouse.gov/omb/grants/spoc.html>

<b>ARIZONA</b>	<b>ARKANSAS</b>
Joni Saad Arizona State Clearinghouse 3800 N. Central Avenue Fourteenth Floor Phoenix, Arizona 85012 Telephone: (602) 280-1315 FAX: (602) 280-8144 <a href="mailto:Jonis@ep.state.az.us">Jonis@ep.state.az.us</a>	Tracy L. Copeland Manager, State Clearinghouse Office of Intergovernmental Services Department of Finance and Administration 1515 W. 7 <sup>th</sup> Street, Room 412 Little Rock, Arkansas 72203 Telephone: (501) 682-1074 FAX: (501) 682-5206 <a href="mailto:Tlcpeland@dfa.state.ar.us">Tlcpeland@dfa.state.ar.us</a>
<b>CALIFORNIA</b>	<b>DELAWARE</b>
Grants Coordination State Clearinghouse Office of Planning and Research P.O. Box 3044, Room 222 Sacramento, California 95812-3044 Telephone: (916) 445-0613 FAX: (916) 323-3018 <a href="mailto:State.clearinghouse@opr.ca.gov">State.clearinghouse@opr.ca.gov</a>	Charles H. Hopkins Executive Department Office of the Budget 540 S. Dupont Highway, 3 <sup>rd</sup> Floor Dover, Delaware 19901 Telephone: (302) 739-3323 FAX: (302) 739-5661 <a href="mailto:Chopkins@state.de.us">Chopkins@state.de.us</a>

<p align="center"><b>DISTRICT OF COLUMBIA</b></p> <p>Ron Seldon Office of Grants Management and Development 717 14<sup>th</sup> Street, NW, Suite 1200 Washington, DC 20005 Telephone: (202) 727-1705 FAX: (202) 727-1617 <a href="mailto:ogmd-ogmd@dcgov.org">ogmd-ogmd@dcgov.org</a></p>	<p align="center"><b>FLORIDA</b></p> <p>Cherie L. Trainor Florida State Clearinghouse Department of Community Affairs 2555 Shumard Oak Blvd. Tallahassee, Florida 32399-2100 Telephone: (850) 922-5438 FAX: (850) 414-0479 Telephone: (850) 414-5495 (direct) <a href="mailto:Cherie.trainor@dca.state.fl.us">Cherie.trainor@dca.state.fl.us</a></p>
<p align="center"><b>GEORGIA</b></p> <p>Georgia State Clearinghouse 270 Washington Street, SW Atlanta, Georgia 30334 Telephone: (404) 656-3855 FAX: (404) 656-7901 <a href="mailto:gach@mail.opb.state.ga.us">gach@mail.opb.state.ga.us</a></p>	<p align="center"><b>ILLINOIS</b></p> <p>Virginia Bova Department of Commerce and Community Affairs James R. Thompson Center 100 West Randolph, Suite 3-400 Chicago, Illinois 60601 Telephone: (312) 814-6028 FAX: (312) 814-1800 <a href="mailto:vbova@commerce.state.il.us">vbova@commerce.state.il.us</a></p>
<p align="center"><b>INDIANA</b></p> <p>Frances Williams State Budget Agency 212 State House Indianapolis, Indiana 46204-2796 Telephone: (317) 232-2972 FAX: (317) 233-3323 <a href="mailto:fwilliams@sbs.state.in.us">fwilliams@sbs.state.in.us</a></p>	<p align="center"><b>IOWA</b></p> <p>Steven R. McCann Division of Community and Rural Development Iowa Department of Economic Development 200 East Grand Avenue Des Moines, Iowa 50309 Telephone: (515) 242-4719 FAX: (515) 242-4809 <a href="mailto:Steve.mccann@ided.state.ia.us">Steve.mccann@ided.state.ia.us</a></p>
<p align="center"><b>KENTUCKY</b></p> <p>Kevin J. Goldsmith, Director Sandra Brewer, Executive Secretary Intergovernmental Affairs Office of the Governor 700 Capitol Avenue Frankfort, Kentucky 40601 Telephone: (502) 564-2611 FAX: (502) 564-0437 <a href="mailto:kgoldsmith@mail.state.ky.us">kgoldsmith@mail.state.ky.us</a></p>	<p align="center"><b>MAINE</b></p> <p>Joyce Benson State Planning Office 184 State Street 38 State House Station Augusta, Maine 04333 Telephone: (207) 287-3261 Telephone: (207) 287-1461 (direct) FAX: (207) 287-6489 <a href="mailto:Joyce.benson@state.me.us">Joyce.benson@state.me.us</a></p>

<a href="mailto:Sbrewer@mail.state.ky.us">Sbrewer@mail.state.ky.us</a>	
<p style="text-align: center;"><b>MARYLAND</b></p> <p>Linda Janey  Manager, Clearinghouse and Plan Review Unit  Maryland Office of Planning  301 West Preston Street – Room 1104  Baltimore, Maryland 21201-2305  Telephone: (410) 767-4490  FAX: (410) 767-4480  <a href="mailto:linda@mail.op.state.md.us">linda@mail.op.state.md.us</a></p>	<p style="text-align: center;"><b>MICHIGAN</b></p> <p>Richard Pfaff  Southeast Michigan Council of Governments  660 Plaza Drive – Suite 1900  Detroit, Michigan 48226  Telephone: (313) 961-4266  FAX: (313) 961-4869  <a href="mailto:pfaff@semcog.org">pfaff@semcog.org</a></p>
<p><b>MISSISSIPPI</b></p> <p>Catherine Mallette  Clearinghouse Officer  Department of Finance and Administration  550 High Street  303 Walters Sillers Building  Jackson, Mississippi 39201-3087  Telephone: (601) 359-6762  FAX: (601) 359-6758</p>	<p><b>MISSOURI</b></p> <p>Lois Pohl  Federal Assistance Clearinghouse  Office of Administration  P.O. Box 809  Jefferson Building, Room 915  Jefferson City, Missouri 65102  Telephone: (573) 751-4834  FAX: (573) 522-4395  <a href="mailto:pohl@mail.oa.state.mo.us">pohl@mail.oa.state.mo.us</a></p>

<p style="text-align: center;"><b>NEVADA</b></p> <p>Heather Elliot  Department of Administration  State Clearinghouse  209 E. Musser Street, Room 200  Carson City, Nevada 89701  Telephone: (775) 684-0209  FAX: (775) 684-0260  <a href="mailto:Helliot@govmail.state.nv.us">Helliot@govmail.state.nv.us</a></p>	<p style="text-align: center;"><b>NEW HAMPSHIRE</b></p> <p>Jeffrey H. Taylor  Director, New Hampshire Office of State Planning  Attn: Intergovernmental Review Process  Mike Blake  2½ Beacon Street  Concord, New Hampshire 03301  Telephone: (603) 271-2155  FAX: (603) 271-1728  <a href="mailto:Jtaylor@osp.state.nh.us">Jtaylor@osp.state.nh.us</a></p>
<p style="text-align: center;"><b>NEW MEXICO</b></p> <p>Ken Hughes  Local Government Division  Bataan Memorial Building – Room 201  Santa Fe, New Mexico 87503  Telephone: (505) 827-4370  FAX: (505) 827-4948  <a href="mailto:khughes@dfa.state.nm.us">khughes@dfa.state.nm.us</a></p>	<p style="text-align: center;"><b>NORTH CAROLINA</b></p> <p>Jeanette Furney  Department of Administration  1302 Mail Service Center  Raleigh, North Carolina 27699-1302  Telephone: (919) 807-2323  FAX: (919) 733-9571  <a href="mailto:jeanette.furney@ncmail.net">jeanette.furney@ncmail.net</a></p>
<p style="text-align: center;"><b>NORTH DAKOTA</b></p> <p>Jim Boyd  Division of Community Services  600 East Boulevard Ave., Dept. 105  Bismarck, North Dakota 58505-0170  Telephone: (701) 328-2094  FAX: (701) 328-2308  <a href="mailto:jboyd@state.nd.us">jboyd@state.nd.us</a></p>	<p style="text-align: center;"><b>RHODE ISLAND</b></p> <p>Kevin Nelson  Department of Administration  Statewide Planning Program  One Capitol Hill  Providence Rhode Island 02908-5870  Telephone: (401) 222-2093  FAX: (401) 222-2083  <a href="mailto:knelson@doa.state.ri.us">knelson@doa.state.ri.us</a></p>

<p style="text-align: center;"><b>SOUTH CAROLINA</b></p> <p>Omeagia Burgess  Budget and Control Board  Office of State Budget  1122 Ladies Street – 12<sup>th</sup> Floor  Columbia, South Carolina 29201  Telephone: (803) 734-0494  FAX: (803) 734-0645  <a href="mailto:aburgess@budget.state.sc.us">aburgess@budget.state.sc.us</a></p>	<p style="text-align: center;"><b>TEXAS</b></p> <p>Tom Adams  Governors Office  Director, Intergovernmental Coordination  P.O. Box 12428  Austin, Texas 78711  Telephone: (512) 463-1771  FAX: (512) 936-2681  <a href="mailto:tadams@governor.state.tx.us">tadams@governor.state.tx.us</a></p>
<p style="text-align: center;"><b>UTAH</b></p> <p>Carolyn B. Wright  Utah State Clearinghouse  Governor's Office of Planning and Budget  State Capitol – Room 114  Salt Lake City, Utah 84114  Telephone: (801) 538-1535  FAX: (801) 538-1547  <a href="mailto:cwright@gov.state.ut.us">cwright@gov.state.ut.us</a></p>	<p style="text-align: center;"><b>WEST VIRGINIA</b></p> <p>Fred Cutlip, Director  Community Development Division  West Virginia Development Office  Building #6, Room 553  Charleston, West Virginia 25305  Telephone: (304) 558-4010  FAX: (304) 558-3248  <a href="mailto:fcutlip@wvdo.org">fcutlip@wvdo.org</a></p>
<p style="text-align: center;"><b>WISCONSIN</b></p> <p>Jeff Smith  Section Chief, Federal/State Relations  Wisconsin Department of Administration  101 East Wilson Street – 6<sup>th</sup> Floor  P.O. Box 7868  Madison, WI 53707  Telephone: (608) 266-0267  FAX: (608) 267-6931  <a href="mailto:jeffrey.smith@doa.state.wi.us">jeffrey.smith@doa.state.wi.us</a></p>	<p style="text-align: center;"><b>WYOMING</b></p> <p>Sandy Ross  Department of Administration and Information  2001 Capitol Avenue, Room 214  Cheyenne, Wyoming 82002  Telephone: (307) 777-5492  FAX: (307) 777-3696  <a href="mailto:sross1@missc.state.wy.us">sross1@missc.state.wy.us</a></p>

<p style="text-align: center;"><b>GUAM</b></p> <p>Director Bureau of Budget and Management Research Office of the Governor P.O. Box 2950 Agana, Guam 96910 Telephone: (011) (671) 472-2285 FAX: (011) (671) 475-2825 <a href="mailto:jer@ns.gov.gu">jer@ns.gov.gu</a></p>	<p style="text-align: center;"><b>PUERTO RICO</b></p> <p>Norma Burgos / José E. Caro Puerto Rico Planning Board Federal Proposals Review Office Minillas Government Center P.O. Box 41119 San Juan, Puerto Rico 00940-1119 Telephone: (787) 727-4444 (PRPB) Telephone: (787) 723-6190 (FPRO) FAX: (787) 724-3270</p>
<p style="text-align: center;"><b>NORTH MARIANA ISLANDS</b></p> <p>Ms. Jacoba T. Seman Federal Programs Coordinator Office of Management and Budget Office of the Governor Saipan, MP 96950 Telephone: (011) (670) 664-2289 FAX: (011) (670) 664-2272 <a href="mailto:omb.jseman@saipan.com">omb.jseman@saipan.com</a></p>	<p style="text-align: center;"><b>VIRGIN ISLANDS</b></p> <p>Ira Mills Director, Office of Management &amp; Budget #41 Norregade Emancipation Garden Station, Second Floor Saint Thomas, Virgin Islands 00802 <a href="mailto:Irmills@usvi.org">Irmills@usvi.org</a></p>

Changes to this list can be made only after OMB is notified by a State's officially designated representative. E-mail messages can be sent to [grants@omb.eop.gov](mailto:grants@omb.eop.gov). If you prefer, you may send correspondence to the following postal address:

Attn: Grants Management  
Office of Management and Budget  
New Executive Office Building, Suite 6025  
725 17<sup>th</sup> Street, NW  
Washington, DC 20503

**IMPORTANT NOTICE TO PROSPECTIVE  
PARTICIPANTS IN U.S. DEPARTMENT OF EDUCATION  
CONTRACT AND GRANT PROGRAMS**

**GRANTS**

Applicants for grants from the U.S. Department of Education (ED) have to complete for limited funds.

Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste.

For these reasons, ED must set strict deadlines for grant applicants. Prospective applicants can avoid disappointment if they understand that.

Failure to meet a deadline will mean that an applicant will be rejected without any consideration whatever.

The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register. A one-year subscription to the Register may be obtained by sending \$340.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402-9371. (Send check or money order only, no cash or stamps.)

The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No ED Employee is authorized to extend any deadline published in the Register.

Questions regarding submission of applicants may be addressed to:

U.S. Department of Education  
Application Control Center  
Washington, D.C. 20202-4725

**CONTRACTS**

Competitive procurement actions undertaken by the ED are governed by the Federal Procurement Regulation and implementing ED Procurement Regulation.

Generally, prospective competitive procurement actions are synopsized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP).

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contract Specialist identified on the face page of the RFP.

Offerors are judged in competition with others, and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal which is non-responsive to the RFP.

A subscription to the CBD is available for 208.00 per year via second class mailing or \$261.00 per year via first class mailing. Information included in the Federal Acquisition Regulation is contained in Title 48, Code of Federal Regulations, Chapter 1 (\$49.00). The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents  
U.S. Government Printing Office  
Washington, D.C. 20402-9371

In an effort to be certain this important is widely disseminated, this notice is being included in all ED mail to the public. You may, therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.

#### **GRANT APPLICATION RECEIPT ACKNOWLEDGMENT**

If you fail to receive the notification receipt within fifteen (15) days from the closing date, call:

U.S. Department of Education  
Application Control Center  
(202) 708-9495

#### **GRANT AND CONTRACT FUNDING INFORMATION**

The Department of Education provides information about grant and contract opportunities electronically in several ways:

ED Internet Home Page    <http://www.ed.gov/> (WWW address)  
Gopher://gopher.ed.gov (Gopher address)



GCS Web Internet Page <http://gcs.ed.gov/> (WWW address)  
Gopher://gcs.ed.gov/(Gopher address)

ED Board Computer BBS` (202) 260-9950